

Technical Review Cover Sheet

Panel Details

Fiscal Year 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

Panel Name Panel - 8

Applicant Name School District of the City of Pontiac -- , **PR/Award No** U351D100092

Questions

| | Points Possible | Points Scored |
|------------------------------|-----------------|---------------|
| 1. Selection Criteria | | |
| Need for Project | 15 | 15 |
| Significance | 10 | 10 |
| Project Design | 25 | 16 |
| Project Personnel | 10 | 6 |
| Management Plan | 20 | 15 |
| Project Evaluation | 20 | 16 |
| TOTAL | 100 | 78 |

Technical Review Form

Applicant Name School District of the City of Pontiac -- , **PR/Award No** U351D100092

Reviewer Name

Selection Criteria - Need for Project

Your comments and scores should address the following criteria:

- (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**
- 1. (b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

STRENGTHS

The applicant provides data to support the need for at-risk populations in the proposed project. Data including poverty, student achievement, risky behaviors, and demographics indicate high needs in the community proposed to be served by this project. For example, free and reduced lunch rates are among the highest in Michigan and over 90%. 24% of students are limited English proficient and 10% are classified as students with disabilities. The demographics indicate 22% Hispanic; 63% African American; 11% Caucasian; 4% Asian and other. (pp. 2-5)

The applicant indicates the gaps weaknesses that will be addressed by the proposed project. These include lack of resources to help teachers facilitate arts integration across target schools; arts education is not integrated into daily lessons; target schools fail to meet minimum Michigan State standards in content areas across all grade levels K-8; effective partnerships with community arts groups and museums are not sustained; and students lack enrichment activities that help them develop creative talents to pursue advanced instruction in the arts. The proposed project seeks to offer culturally relevant research arts based model programs to integrate arts instruction into daily lessons and to provide district training to sustain efforts beyond the grant funded period. (pp. 6-7)

WEAKNESSES

There are no weaknesses noted for this criteria.

Question Status: Completed

Reviewer Score: 15

Selection Criteria - Significance

Your comments and scores should address the following criteria:

2. **(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**

STRENGTHS

The applicant indicates that the proposed project is the result of a needs assessment and planning done by a Task Force that was established to analyze gaps in available services and student programs. The Task Force will become the Advisory Board once the project is successfully awarded. This Task Force is composed of school district leadership and community arts organizations, museums, and artists who are committed to bringing culturally relevant arts enrichment for traditionally underserved students. The significance centers on the impact that the proposed project will have on student interest in the arts and academic performance in core subjects. The applicant indicates that the proposed project has the potential to provide a model for additional district schools as well as other districts with similar challenges. (pp. 8-9)

WEAKNESSES

There are no weaknesses noted for this criteria.

Question Status: Completed

Reviewer Score: 10

Selection Criteria - Quality of Project Design

Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- 3. (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

STRENGTHS

The applicant indicates a project design that reflects up-to-date research on best practice, including the Advisory Board oversight for sustainability; the importance of culturally relevant instruction for at-risk minority populations, inclusion of student and family enrichment experiences, and the use of a common conceptual framework for teachers to integrate authentic works of art across the curriculum. (pp. 10-13)

The applicant proposes a comprehensively designed project to improve teaching and learning through a multi-layered integration approach. Professional development, coaching, creation of arts-integrated standards-based curriculum units are all components of the design. In addition, the proposed project includes 4 Arts Immersion Weeks in each of the 4 targeted elementary and 1 middle school along with Art Forums to be held every 2 months at targeted schools to encourage consistent communication and collaboration between teachers. (pp. 13-20)

The applicant indicates that the proposed project will build capacity in the district because it includes wide spread interest in the community and includes excellent arts partners. In addition the proposed project provides

comprehensive training and provides for the dissemination of research results. Monthly artistic appreciation visitations and field trips are also included. (pp.20-25)

WEAKNESSES (major)

The applicant does not identify specific measurable targets for increased student achievement in core academic subjects through the arts integration. (p.11)

The proposed project targets train-the-trainer professional development for art teachers but does not include core academic teachers in the initial training and the applicant does not clearly indicate how the core academic teachers will be engaged from the beginning. (p.19-20)

The applicant proposes a summer arts camp but does describe how students will be identified, recruited or selected for this component. (p. 23)

Question Status: Completed

Reviewer Score: 16

Selection Criteria - Quality of Project Personnel

Your comments and scores should address the following criterion:(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for

- 4. employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

STRENGTHS

The applicant acknowledges the importance of equal access in their diverse school population. The applicant states that" the Task Force and the subsequent Advisory Board has and will continue to search for solutions that break down language and cultural barriers that impede equal access and successful outcomes. Pontiac School District will adhere to all Americans with Disabilities Act and GEPA 427 regulations in hiring and participation practices. (pp. 25-26)

The applicant describes the collaboration on the Advisory Board and the representatives' qualifications. In addition, the Interim Project Director, Lead Teachers, Arts Integration Team members, and Principal Investigator resumes and relevant experience/expertise are provided and demonstrate that they are highly qualified. The job descriptions for the Project Director and other Lead Teachers to be hired indicate relevant training and experience as qualifications. (pp. 26-27; Appendix pp. e7-e27)

WEAKNESSES (minor)

The applicant does not describe any relevant training for the lead teachers. (p. 27)

The applicant indicates that the Advisory Board will serve as the overseer of the proposed project but does not identify the individuals on the Advisory Board. (p. 26)

Question Status: Completed

Reviewer Score: 6

Selection Criteria - Quality of the Management Plan

Your comments and scores should address the following criteria:

5. **(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of**

the proposed project.

The applicant provides a comprehensive timeline with roles and responsibilities of key project leaders and staff clearly defined, milestones and dates for completion of project tasks. The oversight of the project by the Advisory Board, which will be developed from the planning Task Force, is a strength. (pp. 28-30; Appendix pp. 5, 40)

The applicant has identified time commitments for key staff and the Principal Investigators that are appropriate and adequate to meet the objectives of the proposed project. (pp. 29-30)

The applicant describes a process for ensuring feedback and that the data will be used throughout the proposed project for continuous improvement. (p. 17; 30)

WEAKNESSES

The applicant does indicate how the core curriculum teachers will be compensated or what incentives will be offered to get teachers, other than art teachers, to buy-in. (p. 19; 28-29)

Question Status: Completed

Reviewer Score: 15

Selection Criteria - Quality of the Project Evaluation

Your comments and scores should address the following criteria:

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
 - (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**
- 6.

STRENGTHS

The applicant has provided a thorough description of the evaluation process to be used. The methods are feasible and appropriate to measuring the goals, objectives and outcomes of the proposed project. Qualitative and quantitative measures will be utilized in the proposed experimental design. (pp. 30-39)

The applicant describes the process by which the evaluation methods will provide feedback and conduct periodic assessments of progress toward achieving the proposed project goals. Before the project begins, evaluators will collaborate with the district and project staff and define roles for the collection of data. Progress will be evaluated during regularly scheduled meetings throughout the program implementation. Teacher, student, parent and administrator surveys will provide on-going feedback to help grant managers improve program elements, strengthen weaknesses and recommend changes to ensure that outcomes can be obtained. (pp. 38-39)

WEAKNESSES

The applicant proposes a randomized study, but it is not clear how this will occur given the fact that total classrooms will receive treatment. (p. 32)

The applicant does not explain how other variables that may influence outcomes such as teacher/student relationship, increased parent involvement, etc will be controlled. (p. 36)

The applicant does not explain how the control and the treatment groups will be determined. (p. 33)

Question Status: Completed

Reviewer Score: 16

Technical Review Cover Sheet

Panel Details

Fiscal Year 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

Panel Name Panel - 8

Applicant Name School District of the City of Pontiac -- , **PR/Award No** U351D100092

Questions

| | Points Possible | Points Scored |
|------------------------------|-----------------|---------------|
| 1. Selection Criteria | | |
| Need for Project | 15 | 15 |
| Significance | 10 | 10 |
| Project Design | 25 | 25 |
| Project Personnel | 10 | 7 |
| Management Plan | 20 | 18 |
| Project Evaluation | 20 | 19 |
| TOTAL | 100 | 94 |

Technical Review Form

Applicant Name School District of the City of Pontiac -- , **PR/Award No** U351D100092

Reviewer Name

Selection Criteria - Need for Project

Your comments and scores should address the following criteria:

1.
 - (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.
 - (b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

The need for an intervention such as the one proposed has been made evident. The data presented on pp. 1-7 make a case for the need to fill the gaps and weaknesses that exist in a school district that has been hard hit by economic decline as well as other factors that impinge on the quality of education and life for the students and teachers.

Question Status: Completed

Reviewer Score: 15

Selection Criteria - Significance

Your comments and scores should address the following criteria:

2.
 - (1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

Strengths:

The proposal outlines on pp. 8-9 the importance of this project and places emphasis on the elements and components of the project as they relate to the anticipated outcomes.

The data includes that obtained from the Task Force and cites the current needs and conditions of the teaching and learning environment, including the inherent potential for using professional development for teachers and other resources for students to improve the quality of education in the community.

Weaknesses:

None.

Question Status: Not Completed

Reviewer Score: 10

Selection Criteria - Quality of Project Design

Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- 3. (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths

The design reflects current knowledge and findings from research about a variety of strategies for teaching and reaching students placed at risk as well as the development and use of innovative teaching practices. (pp. 11-24)

Included in the proposal are ideas and practices that address the building of capacity that will make it possible to continue the anticipated outcomes. (pp. 19-27)

Weaknesses:

None noted.

Question Status: Not Completed

Reviewer Score: 25

Selection Criteria - Quality of Project Personnel

- Your comments and scores should address the following criterion:**
- (1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
 - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

Strengths:

The qualifications and experience of key personnel in the project seem to be appropriate.

Weaknesses: Evidence of how this project will provide equal access to services to and employment of people from underrepresented groups is not available.

The four sessions for the Arts Immersion week seem insufficient. ((Invitational Priority !)

Question Status: Not Completed

Reviewer Score: 7

Selection Criteria - Quality of the Management Plan

Your comments and scores should address the following criteria:

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- 5. (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

The plan, including the timelines and milestones, seems appropriate to accomplish the project tasks.

Weaknesses:

The time anticipated for the transition from Interim Project Director to the selection of a more permanent person to fill this position is not stated.

It is not clear as to the need for a Project Supervisor and a Project Director to manage the project.

Question Status: Not Completed

Reviewer Score: 18

Selection Criteria - Quality of the Project Evaluation

Your comments and scores should address the following criteria:

6. (1) **The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

The proposed evaluation tools and processes are both qualitative and quantitative. The strength of this should enable appropriate feedback as related to the goals and objectives of the project.

Weaknesses:

It is not clear how information will be disseminated to the larger community.

Question Status: Not Completed

Reviewer Score: 19

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Panel Name Panel - 8

Applicant Name School District of the City of Pontiac -- , **PR/Award No** U351D100092

Questions

| | Points Possible | Points Scored |
|------------------------------|-----------------|---------------|
| 1. Selection Criteria | | |
| Need for Project | 15 | 14 |
| Significance | 10 | 7 |

| | | |
|--------------------|------------|-----------|
| Project Design | 25 | 15 |
| Project Personnel | 10 | 4 |
| Management Plan | 20 | 15 |
| Project Evaluation | 20 | 15 |
| TOTAL | 100 | 70 |

Technical Review Form

Applicant Name School District of the City of Pontiac -- , **PR/Award No** U351D100092

Reviewer Name

Selection Criteria - Need for Project

1.

Your comments and scores should address the following criteria:

- (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.
- (b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

STRENGTH

Proposed project is well aware of the serious challenges faced by students who are at educational risk.

The gaps and weaknesses that have been identified are significant.

WEAKNESS

Clearly there is need, but it does not state how the project will address the needs other than that arts integration is the key to success.

Tremendous emphasis on art integration to fix significant and serious gaps and weaknesses. Perhaps other initiatives will be identified later in proposal.

Question Status: Completed

Reviewer Score: 14

Selection Criteria - Significance

2.

Your comments and scores should address the following criteria:

(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

STRENGTH

The web portal for all stakeholders is an effective way to disseminate information and materials.

WEAKNESS

Continues explanation of need, no real discussion of types of products, settings and thus, no discussion on how a product will work in a new setting.

Question Status: Completed

Reviewer Score: 7

Selection Criteria - Quality of Project Design

3.

Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

STRENGTH

Design based on research and effective practices is subdivided into three sub-categories, learning through the arts; integration as curricular process; and arts integration as collaborative engagement, which is an effective approach for showing how design is based on research.

WEAKNESS

Task force did a literature review to identify most relevant strategies. However, it is unclear how the strategies are to be implemented.

It would have been helpful if a definition of strategies had been presented rather than how these strategies are to be used.

This appears to be the only effort to improve teaching and learning in the district, no other initiatives are described.

Not sure why roles and responsibilities are included here.

Question Status: Completed

Reviewer Score: 15

Selection Criteria - Quality of Project Personnel

4.

Your comments and scores should address the following criterion:(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

STRENGTH

District is committed to reaching out to underrepresented persons should employment opportunities arise.

WEAKNESS

No specific people mentioned in the Advisory Board and they have a significant role in the proposed project so to not know who they might be is a concern.

The transition from an interim PD to a full-time PD is a concern as the amount of time to bring a new person up to speed would impede the implementation of the project.

Question Status: Completed

Reviewer Score: 4

Selection Criteria - Quality of the Management Plan

5.

Your comments and scores should address the following criteria:

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

STRENGTH

Responsibilities are clearly defined.

Time commitment of project supervisor is adequate.

WEAKNESS

Heavy on administration without much input from teachers or students.

Only one lead teacher/school.

Limited teacher stipends might result in limited teacher participation.

Question Status: Completed

Reviewer Score: 15

Selection Criteria - Quality of the Project Evaluation

6.

Your comments and scores should address the following criteria:

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

STRENGTH

Methods proposed are feasible.

Feedback is gathered from all stakeholders, including parents.

WEAKNESS

Student achievement is only to be measured in reading and math, not in the arts.

Evaluation of student knowledge of the three artistic processes is not present.

Much is expected of the teachers without their having a significant role in the design, management or implementation of the project.

Feedback does not include assessment of student work from the arts integrated lessons.

Question Status: Completed

Reviewer Score: 15

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